

Working Together to Prepare Illinois School Leaders
School Leader Redesign Team Meeting
September 29, 2008
Doubletree Hotel & Conference Center
Bloomington, Illinois
Residencies & Internships
Minutes of Meeting

In attendance: Andrea Evans, Dean Halverson, Don Kussmaul, Jim Rosborg, Larry Weirs, Alicia Haller, Diane Rutledge, Polly Dahlstrom, and co-chairs June Grivetti & Linda Morford

- **Introductions**
- **Our Charge**

Linda Morford asked those present to describe what they saw as our committee's charge. There was a lively discussion of the following responses:

- To integrate theory, research & practice
- Our focus is a principal endorsement.
- Criteria for mentors – training, accountability, sign offs, handbooks, compensation
- Full year of internship and define the internship experiences
- Checkpoints or benchmarks along the way
- Assessments and district collaboration/partnerships were mentioned but handled by other committees.
- University supervisor responsibilities and intern ratios - in one program it is 1:8.

- **Level I & II Internships**

- June Grivetti suggested a Level I and Level II Internships supported by Bob Hall and others. The Level I would be similar to the present system for Type 75 Certification, but the Level II would be for only those pursuing a principalship. Many suggestions and much discussion followed. Linda Tomlinson emphasized the importance of evidence of student achievement in both levels, but especially the Principal Endorsement.

- **Level I – masters level – General Administrative Endorsement**

- Program including an internship for future deans, department heads, curriculum directors, and others, assistant principals and those wanting to pursue a Principal Endorsement.
- Year long internship, full time experiences, but periodic experiences in summer, fall and spring
- Minimum hours for internship, aim for 600 hours, including 5 consecutive full days and another 5 full days not necessarily consecutive, summer school as a possibility
- Diversity to include multiple sites, urban/rural, PK-12 levels, demographics than their own school, large/small populations, and placement in high needs during the summer
- Internship as the culminating experience
- Field experiences/internship projects embedded in coursework throughout program
- Internship should included the following projects: school improvement, data based decision making, student achievement, RTI, community, supervision of staff with evaluation training, communication skills, change process, adult learners, scheduling, school registration, orientation, budget, and technology.

- **Level II – Principal Endorsement**

Program with fulltime residency as a principal with the Principal Endorsement granted at the end of the principal's first year as a "provisional" principal.

- **Major concern:** Jim Rosborg warned that if universities make the final decision on endorsement this would be an area of major contention with Boards of Education.

- An Appeal Board was suggested for decision making when the district and university disagree on the performance of a principal in residency.
- To distinguish the first internship in the Level I from the internship in Level II, there was agreement to call it a “residency” at Level II.
- Other issues mentioned were time spans between levels and handling out of state applicants to the principalship.
- **Committee Summaries** – We all gathered to hear summaries of our morning committee discussions. After hearing our summary, the Leadership Certification & Endorsement Committee and the School/Community Partnerships & Selection Process Committee joined our group for more information and discussion after lunch.
- **Lunch Break**
- **Level II Residency**
Our committee continued to discuss the components of the Residency.
 - Full time on the job principalship or assistant principalship doing the principal’s duties
 - Focus on instructional leadership
 - Evidence of documents created on the job, data analysis, change process, SIP, SIS, handbooks, agendas, memos, communication with staff & parents, budgets, supervision, school culture, scheduling, special education, social justice (equity audit)
 - Criteria for the evidence
 - Reflections
 - Partnerships with ROE, IPA and others
 - On-going professional development
 - Expenses – mileage, materials, cpu tuition charges
 - Portfolios
 - Periodic assessment levels
 - Presentation/Exhibits
- **Major Concerns**
 - Brian Schwartz from IPA stated that the IPA will not endorse a tiered principalship.
 - Jim Rosborg again warned that if universities make the final decision on endorsement this would be an area of major contention with Boards of Education.
 - Larry Weirs, a former superintendent, would not recommend to his Board to hire a “principal in residency”.
- **Future Considerations**
 - Linda Tomlinson informed us that in the future an Education License will be issued with various endorsements attached to it such as Teaching, General Administrative, Principal and so on. Do not discuss as “Levels” but by Endorsement.
 - Linda Tomlinson also reminded us that once candidates complete a degree, they are no longer our students; they are program completers. If a residency was required, it would have to be part of a program.
 - Need to make adjustments to our proposal as to wording, marketing, and political concerns
 - The mentoring program and the residency
 - By 2010 how programs will be approved will be determined.
 - By 2013 all programs will need approval according to the new requirements.
 - What skills are needed above and beyond the General Administrative Endorsement for the Principal Endorsement?

Next meeting: Monday, October 27th in Bloomington at Parke Hotel